

# Grappling's TECHNOLOGY AND LEARNING SPECTRUM

## Technology Literacy Uses

Technology Focus - Learning/Acquiring/Practicing Technology Skills NOT Curriculum \*

"Just-in-case" technology skills are acquired for possible future needs

- Literacy classes
- Learning hardware and software
- Students projects are technology focused rather than expecting standards to intentionally drive the use of technology for learning
- Curriculum provides "topics" for technology uses

### Instructional Focus

Technology-centered pedagogy

- Teacher talk is "technology talk" rather than "learning talk."

Technology uses are organized for their own sake

- Acquiring and assessing technical skills
- Offered as separate and/or optional experiences/programs
- Allowed when "real work" is completed or considered alternative/"reward" activities
- Research done to learn tools and processes
- Teachers view technology as something to learn or do

### \*NOTS Content

### Staff Development Focus

Designated "experts" tend to be self-initiating in learning on their own. Other interested staff mostly learn on their own time and own dime.

## Adapting Uses

Technology Focus - Optional/Adaptive Learning Tasks-Information Consumers \*

Integrating is translated into "use it for something, anything...just use it"

- Drill and practice with content software
- Instructional games
- Productivity tools used to adapt assignments/tasks given in the past without technology
- Curriculum provides "topics" for technology uses

### Instructional Focus

Teacher-centered, Direct Instruction pedagogy

- Teacher talk is "same stories with new tools" – there is confusion that new tools make new instructional stories.

Technology uses are adapted/provided but still optional for traditional curriculum goals.

- Teacher and student roles remain the same
- Learning/assessment practices are unchanged
- Student experiences depend upon teacher directed assignments
- Research is "go look up" and "tell me back" (LOTS)
- Teachers view technology as interesting but optional and not necessary to achieve present curriculum goals

### \*CLOSED or LOTS Questions

### Staff Development Focus

Participation and support while encouraged is still optional as well as unfocused. Staff development funding is inadequate – less than 30% of total technology budget supports staff development.

## Transforming Uses

Technology Focus - Essential -Information Producers \*

Integrating is "just-in-time" technology skills as needed for learning tasks /projects

- Complex learning and thinking tools
- Community learning tools
- Assessment tools
- Productivity tools used to construct meaning, and produce information useful and beneficial to others

### Instructional Focus

Student-centered, constructivist pedagogy

- Teacher talk is "new stories with new tools."

Technology uses enable new learning tasks not possible without technology

- Student roles expand to include explorers, producers of knowledge, communicators and self-directed learners
- Teacher roles expand to include facilitators, designers, learners, and researchers
- Learning and assessment practices are changed
- Students initiate technology uses as they create their own learning experiences
- Research is sustained inquiry for original thinking and conclusions useful to others
- Teachers view technology as essential for development of higher-order thinking skills (HOTS)

### \*OPEN or HOTS Questions

### Staff Development Focus

Essential skills and practices are articulated, expected, supported and measured for all teachers. Adequate funding of at least 30% of technology budget is in place.